

**TITLE:**

Car Patterns II: Exploring Straight and Curvy Patterns with Movement

**DEVELOPED BY:**

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**ART FORM:**

Dance/Movement

Drama

Music

Puppetry

Multi-disciplinary / \_\_\_\_\_

**OBJECTIVE(S)/GOAL:**

The children will be able to:

- move and explore straight and curvy both in body shape and pathway
- create and identify pattern using straight and curvy

**VOCABULARY:****Arts Vocabulary**

Pattern

Body shape

**Curriculum Content Vocabulary**

Pattern

Shape

**MATERIALS NEEDED:**

The book, *Beep Beep Vroom Vroom* by Stuart J. Murphy

Picture cards of the red and blue cars

**MAIN EXPERIENCE:****Introduction**

Review the sounds of two of the three cars in *Beep Beep Vroom Vroom* by Stuart J. Murphy.

*What sound did the red car make? What sound did the blue car make? Which car is missing? Do you remember*

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*what sound it said?*

Create a vocal pattern with the red and blue trying out an AAB pattern. *What other sound patterns could you make with the two cars?*

**Main Experience**

*I want to tell you something about these two cars. The red car can ONLY drive on straight roads. Can anyone show me with their arm what a straight road would look like? The blue cars can only drive on curvy roads. Can you show me with your arms what a curvy road would look like?*

Explore straight and curvy body shapes. Place symbols of cars (spots, other prop) down on the floor in an AB pattern (with three or four repetitions: ABABABAB). A=represents straight roads; B=represents curvy roads. Ask a small group of children to come up and each stand on one of the spots and demonstrate alternating pathways in an ABABAB pattern. Ask the children in the audience to identify what they see and predict what comes next in the pattern. Use descriptive language to identify the children's straight and curvy shapes. Then allow children in the audience to switch places with those demonstrating the pattern.

**Closing**

Line up the picture cards of red and blue cars. Review which car drives on straight roads and which drives on curvy roads. Have a child stand behind the cars using a body shape (straight or curvy) for each. Identify and vocalize the pattern the children have made with their bodies.

Send the children across the room as the travel on either a straight or curvy pathway.

*What other patterns could we make? How can we change our pattern?*

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**INTENTIONAL QUESTIONS:**

**Open Ended (i.e. children contributing possibilities, thoughts)**

What other patterns could we make?

How can we change our pattern?

**Demonstration (i.e. "show me...")**

Show me with your arms what a straight road would look like.

Show me with your arms what a curvy road would look like.

**Application to Other Areas (i.e. making connections to other areas)**

Body in space

Transportation

Shape

Maps

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**Factual Questions**

What would come next in our pattern?

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**MODIFICATION:**

Use string or tape to demonstrate straight and curvy. Look at maps.

*Do you see straight roads? Curvy roads? What else do you see on a map?*

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